

## HEALTH/ PE CURRICULUM

### RATIONALE

All human beings have the ability and desire to move and be active throughout their lives in order to live a healthy life. Therefore, a program of physical education should provide students with developmentally appropriate activities and use a variety of teaching methods based on each student's individual needs. A Comprehensive School Health Program can play a leading role in enabling students to lead healthy, active lives; now and in the future. Quality programs provide students with opportunities to explore concepts in-depth, analyze and solve real-life problems, work cooperatively on tasks that develop and enhance their conceptual understanding, and develop physical and social skills necessary for a healthy, active life. A Comprehensive School Health Program can play a leading role in enabling students to lead healthy, active lives; now and in the future. Quality programs provide students with opportunities to explore concepts in-depth, analyze and solve real-life problems, work cooperatively on tasks that develop and enhance their conceptual understanding, and develop physical and social skills necessary for a healthy, active life.

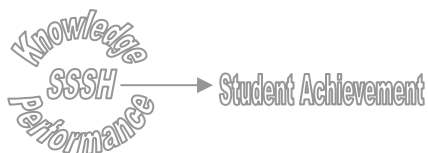
### PURPOSE

The purpose of the Health/PE curriculum describes quality health education and physical education curricula that will help students develop a life-long commitment to healthy, active living. The healthy, physically active child is more likely to be academically motivated, alert and successful in school and more likely to establish habits of behavior that will foster good health throughout life thereby enhancing the quality of life. Children and youth who are physically, emotionally and socially well are better able to benefit from learning experiences provided in school. Health behaviors are influenced by a variety of factors that include awareness and knowledge of health issues, skills necessary to develop healthy behaviors and opportunities to practice the behaviors.

Because health behaviors are learned, they can be shaped and changed. Fostering healthy children is the shared responsibility of families, communities and schools. Planned, sequential, age and developmentally appropriate K-12 curriculum in health education and physical education is necessary for students to become physically educated and health-literate individuals thereby contributing to an enhanced quality of life. School health education and physical education can make valuable contributions in areas such as these and can play an important role in improving the quality of life. These priorities focus on the attainment of graduate goals and the Show-Me Standards identified throughout the communication arts curriculum.

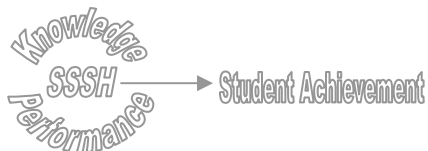
Physical education contributes to the development of a physically educated person who:

- Has learned skills necessary to perform a variety of physical activities
- Is physically fit
- Does participate regularly in physical activity
- Knows the implications of and the benefits from involvement in physical activities
- Values physical activity and its contributions to a healthful lifestyle

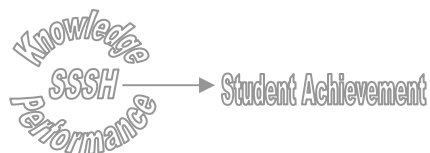


## CONTENT DESCRIPTION BY GRADE LEVEL SPAN

Grade levels are divided into three segments; kindergarten-fifth grade; sixth-eighth grades and ninth-twelfth grades. Grade twelve can last up to four years. The Health/PE Curriculum is cumulative in that skills learned during the K-5 years are expanded during the 6-8 grades. It is also nonlinear in that perhaps not every student will master every essential skill identified during the K-5 years, yet the student could learn a skill identified as a 9-12 skill. The curriculum follows a learning progression and we recognize that each student will accomplish the graduate goals by different means (goals mastered).



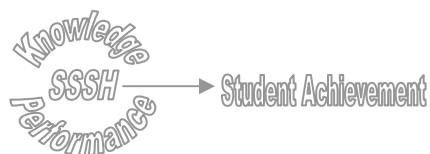
Grades K - 5	Health/PE	<u>Show-Me Standard</u> : H/PE 1 Structures of, functions of, and relationships among human body systems.	
		<u>Alternate Framework Standard</u> : FH/PE 1 Demonstrating basic concepts and personal health care skills related to bodily functions.	
		<u>Graduate Goal 3</u> : All graduates will express personal feelings and self-advocate for immediate needs.	
What All Students Should Know		What All Students Should be Able to Do	Learning Activities
By the end of the 5 <sup>th</sup> grade, the student will:  Demonstrate awareness of body’s position in space.  Identify parts of the body.  Acquire basic skills necessary for toileting.		By the end of the 5 <sup>th</sup> grade, the student will:  Goal 1 F-5: Attend and/or respond to written, visual, and oral presentations and works.  Goal 3 F-8: Make connections between an action and its consequences.	<b>TEACH Manual</b> Volume I, Slippery Soap, Dress it Up Volume II, Pumpkin Pizazz (Button Pumpkin Face) Volume III, Bug Mania (M-1)  <b>Computer Assisted Instruction:</b> Attainment: Functional Living Skills/Behavioral Rules  <b>Assistive Technology:</b> Ablenet: All Turn It Spinner Attainment: Looking Good Curriculum
Assessment of Student Performance: Performance tasks, student performance data, application task			



<b>Grades 6 - 8</b>	<b>Health/PE</b>	<b><u>Show-Me Standard:</u></b> H/PE 1 Structures of, functions of, and relationships among human body systems.  <b><u>Alternate Framework Standard:</u></b> FH/PE 1 Demonstrating basic concepts and personal health care skills related to bodily functions.  <b><u>Graduate Goal 3:</u></b> All graduates will express personal feelings and self-advocate for immediate needs.	
<b>What All Students Should Know</b>		<b>What All Students Should be Able to Do</b>	<b>Learning Activities</b>
By the end of the 8 <sup>th</sup> grade, the student will:  Demonstrate an awareness of the movement of parts of the body.  Utilize discretion in meeting personal health care needs.		By the end of the 8th grade, the student will:  Goal 3 F-7: Select an appropriate strategy to address a problem or complete a task.  Goal 3 F-8: Make connections between an action and its consequences.  Goal 4 F-2: Follow rules related to socially acceptable behavior and good citizenship.	<b>TEACH Manual:</b> Volume I, Dress It Up Volume III, A5, Chinese Music Movement Activity  <b>Computer Assisted Instruction:</b> Attainment: Personal Success CD Attainment: Grooming for Life Mayer Johnson: Functional Living Skills and Behavioral Rules  <b>Assistive Technology:</b> Ablenet: All Turn it Spinner Attainment: Looking Good Curriculum
Assessment of Student Performance: How the student performance will be assessed.			

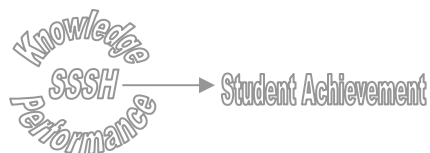
Grades 9 - 12	Health/PE	<u>Show-Me Standard:</u> H/PE 1 Structures of, functions of, and relationships among human body systems.		
		<u>Alternate Framework Standard:</u> FH/PE 1 Demonstrating basic concepts and personal health care skills related to bodily functions.		
		<u>Graduate Goal 3:</u> All graduates will express personal feelings and self-advocate for immediate needs.		
What All Students Should Know		What All Students Should be Able to Do	Learning Activities	
By the end of the 12 <sup>th</sup> grade, the student will:  Utilize discretion in meeting personal health care needs.		By the end of the 12 <sup>th</sup> grade, the student will:  Goal 3 F-7: Select an appropriate strategy to address a problem or complete a task.  Goal 4 F-2: Follow rules related to socially acceptable behavior and good citizenship.	<b>TEACH Manual:</b> Volume III, A5, Chinese Music Movement  <b>Computer Assisted Instruction:</b> Attainment: Personal Success CD Attainment: Grooming for Life Mayer Johnson: Functional Living Skills and Behavioral Rules  <b>Assistive Technology:</b> Ablenet: All Turn it Spinner Attainment: Looking Good Curriculum	
Assessment of Student Performance: Performance tasks, student performance data, application task				

Grades K - 5	Health/PE	<u>Show-Me Standard:</u> H/PE 2 Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)  <u>Alternate Framework Standard:</u> FH/PE 2 Demonstrating basic concepts and self-care skills related to personal hygiene, nutrition, and stress management.  <u>Graduate Goal 7:</u> All graduates will tolerate sensory stimuli found in the environment or from people, or find a positive alternate means of escape.		
What All Students Should Know		What All Students Should be Able to Do	Learning Activities	
By the end of the 5 <sup>th</sup> grade, the student will:  Care for age appropriate personal hygiene needs.  Utilize leisure activities for relaxation.  Develop mealtime skill.		By the end of the 5 <sup>th</sup> grade, the student will:  Goal 1 F-10: Generalize acquired skills across environments.  Goal 3 F-8: Make connections between an action and its consequences.  Goal 4 F-6: Recognize and interpret and make use of patterns and relationships in daily living.	<b>TEACH Manual:</b> Volume I, Winter Clothes Volume II, Circus Time (Cone Clowns, Elephant Eats) The American Cowboy (Cowboy Costume, Show and Share Your Cowboy Stuff, What Did Cowboys Eat)), Thanksgiving (Turkey Soup Math)) Volume III, G-5 Shell Salad, M-4 Cookies, M-7 Cookie Painting, M-15 A Good Old Fashioned Card Game, M-27 We've Got the Beat, H-1 Rocks Around Our Country, D-1, The Food Guide Pyramid, D-78 Food Pyramid – Healthy Food, E-14 Mexican Tasting Party, C-5 Food Group Collages, C-3  <b>Computer Assisted Instruction:</b> Don Johnston: Press to Play Judy Lynn: Cause and Effect Carnival  <b>Assistive Technology:</b> Ablenet: All Turn It Spinner Switch VCR Headphones Adapted spoons eating utensils	
Assessment of Student Performance: Performance tasks, student performance data, application task				



Grades 6 - 8	Health/PE	<u>Show-Me Standard:</u> H/PE 2 Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)		
		<u>Alternate Framework Standard:</u> FH/PE 2 Demonstrating basic concepts and self-care skills related to personal hygiene, nutrition, and stress management.		
		<u>Graduate Goal 7:</u> All graduates will tolerate sensory stimuli found in the environment or from people, or find a positive alternate means of escape.		
What All Students Should Know		What All Students Should be Able to Do	Learning Activities	
By the end of the 8 <sup>th</sup> grade, the student will:  Care for age appropriate personal hygiene needs.  Utilize leisure activities for relaxation.  Develop mealtime skills.		By the end of the 8 <sup>th</sup> grade, the student will:  Goal 1 F-10: Generalize acquired skills across environments.  Goal 4 F-6: Work with others to complete tasks.  Goal 4 F-7: Identify and apply practices that preserve and enhance the safety and health of self and others.	<b>TEACH Manual:</b> Volume III, F-38 Baked Potato with Chives, H-2 Rocks Around Our Country, A-7 Chinese Objects/Inventions Bingo, M-18 Hammering, F-40 Spring Salad, M-10 Gingerbread Man, G-5 Wipe Table Clean, D-5 Food Pyramid-Healthy Food, C-13 Shop 2 Cook, C-19 Refrigerate  <b>Computer Assisted Instruction:</b> Don Johnston: Press to Play Judy Lynn: Cause and Effect Carnival Attainment: (National School Products) Looking Good  <b>Assistive Technology:</b> Ablenet: All Turn It Spinner Switch VCR Monitor Headphones Adapted spoons eating utensils cups	
Assessment of Student Performance: Performance tasks, student performance data, application task				

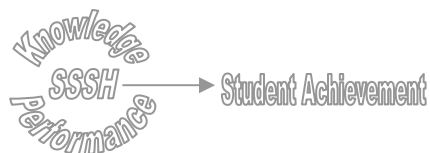
Grades 9 - 12	Health/PE	<u>Show-Me Standard:</u> H/PE 2 Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)		
		<u>Alternate Framework Standard:</u> FH/PE 2 Demonstrating basic concepts and self-care skills related to personal hygiene, nutrition, and stress management.		
		<u>Graduate Goal 7:</u> All graduates will tolerate sensory stimuli found in the environment or from people, or find a positive alternate means of escape.		
What All Students Should Know		What All Students Should be Able to Do	Learning Activities	
By the end of the 12 <sup>th</sup> grade, the student will:  Develop mealtime skills.  Take care of personal health needs to present self properly.  Utilize solitary or group leisure activity for relaxation.		By the end of the 12 <sup>th</sup> grade, the student will:  Goal 1 F-10: Generalize acquired skills across environments.  Goal 3 F-8: Make connections between an action and its consequences.  Goal 4 F-6: Work with others to complete tasks.  Goal 4 F-7: Identify and apply practices that preserve and enhance the safety and health of self and others.	<b>TEACH Manual:</b> Volume III, G-5 Shell Salad, F-38 Baked Potato with Chives, F-40 Spring Salad, A-5 Chinese Music Movement Activity, M-13 Gingerbread Man, C-13 Shop 2 Cook, C-19 Refrigerate  <b>Computer Assisted Instruction:</b> National School Products -Get Ready for School Charlie Brown Attainment: Plan Your Day  <b>Assistive Technology:</b> Ablenet: All Turn It Spinner Switch VCR Monitor Headphones Adapted spoons eating utensils, cups	
Assessment of Student Performance: Performance tasks, student performance data, application task				



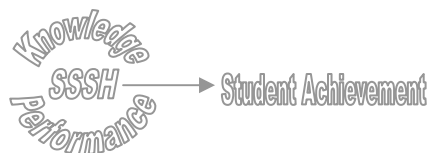


Grades K – 5	Health/PE	<u>Show-Me Standard:</u> H/PE 3 Diseases and methods for prevention, treatment, and control.	
		<u>Alternate Framework Standard:</u> FH/PE 3 Demonstrating knowledge of basic concepts and self-care skills related to diseases, methods of prevention, treatment and control.	
		<u>Graduate Goal 5:</u> All graduates will follow a (object/picture/symbol/written) routine.	
What All Students Should Know		What All Students Should be Able to Do	Learning Activities
By the end of the 5 <sup>th</sup> grade, the student will:  Identify when ill.  Identify risky and harmful behaviors and the effects on self.  Identify risky and harmful behaviors and the effects on others .		By the end of the 5 <sup>th</sup> grade, the student will:  Goal 1 F-2: Use information to answer questions and evaluate ideas.  Goal 3 F-1: Use a mode of communication to indicate that a problem exists and/or to explain or define the problem.  Goal 3 F-7: Select an appropriate strategy to address a problem or complete a task.	<b>TEACH Manual:</b> Volume III, A7 Chinese Objects/Inventions Bingo, M2 Bug-Mania, M27 We've Got the Beat, E7 Slides from Mexico, G5 Shell Salad, K6 \$100.00 Purchase, K10 100 Piece Picture Collage, I-5 Puddle Prizes, I-23 Wind
Assessment of Student Performance: Performance tasks, student performance data, application task			

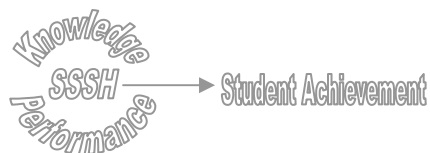
Grades 6 - 8	Health/PE	<u>Show-Me Standard:</u> H/PE 3 Diseases and methods for prevention, treatment, and control.		
		<u>Alternate Framework Standard:</u> FH/PE 2 Demonstrating basic concepts and self-care skills related to personal hygiene, nutrition, and stress management.		
		<u>Graduate Goal 5:</u> All graduates will follow a (object/picture/symbol/written) routine.		
What All Students Should Know		What All Students Should be Able to Do	Learning Activities	
By the end of the 8 <sup>th</sup> grade, the student will:  Identify and exhibit preventative measures to maintain good health.  Exhibit actions that reduce risky and harmful behaviors and the effects on self and others.		By the end of the 8 <sup>th</sup> grade, the student will:  Goal 1 F-10: Generalize acquired skills across environments.  Goal 3 F-1: Use a mode of communication to indicate that a problem exists and/or to explain or define the problem.  Goal 3 F-5: Make generalizations from specific information and draw conclusions from general information.  Goal 3 F-8: Make connections between an action and its consequences.	TEACH Manual: Volume I, The American Flag Volume II, Circus Time, The American Cowboy, Pumpkin Pizazz, Time for Safety, Thanksgiving  Assistive Technology: Augmentative Communication Device Switch	
Assessment of Student Performance: Performance tasks, student performance data, application task				



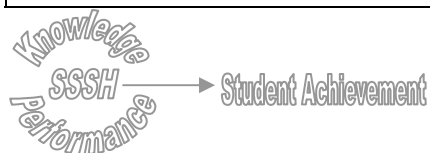
Grades 9 - 12	Health/PE	<u>Show-Me Standard</u> : H/PE 3 Diseases and methods for prevention, treatment and control.	
		<u>Alternate Framework Standard</u> : FH/PE 2 Demonstrating basic concepts and self-care skills related to personal hygiene, nutrition, and stress management.	
		<u>Graduate Goal 5</u> : All graduates will follow a (object/picture/symbol/written) routine.	
What All Students Should Know		What All Students Should be Able to Do	Learning Activities
By the end of the 12 <sup>th</sup> grade, the student will:  Identify and exhibit preventative measures to maintain good health.  Exhibit actions that reduce risky and harmful behaviors and the effects on self and others.		By the end of the 12 <sup>th</sup> grade, the student will:  Goal 3 F-4: Use self-evaluation techniques after solving a problem or completing a task.  Goal 3 F-5: Make generalizations from specific information and draw conclusions from general information.  Goal 4 F-7: Identify and apply practices that preserve and enhance the safety and health of self and others.	<b>TEACH Manual:</b> Volume I: American Flag Volume II: Time for Safety Pumpkin Pizazz  <b>Assistive Technology:</b> Augmentative Communication Device Switch
Assessment of Student Performance: Performance tasks, student performance data, application task			



Grades K - 5	Health/PE	<u>Show Me Standard:</u> H/PE 4 Principles of movement and physical fitness		
		<u>Alternate Framework Standard:</u> FH/PE 4 Participating in movement and fitness activities (including choosing preferred activities.)		
		<u>Graduate Goal 8:</u> All graduates will use appropriate means to move within an environment.		
What All Students Should Know		What All Students Should be Able to Do	Learning Activities	
By the end of the 5 <sup>th</sup> grade, the student will:  Orientate body for various tasks or activities.  Improve upper body strength and coordination.  Improve lower body strength and coordination.		By the end of the 5 <sup>th</sup> grade, the student will:  Goal 3 F-8: Make connections between an action and its consequences.  Goal 4 F-6: Work with others to complete tasks.  Goal 4 F-7: Identify and apply practices that preserve and enhance the safety and health of self and others.	<b>TEACH Manual:</b> Volume I, Tall Kneeling Volume II, Time for Safety (Stop, Drop and Roll!, Sounds of Safety), The American Cowboy (Drop the Handkerchief, Cowboys Rode Horses), Circus Time (Circus Tent Time, Juggling Balls, Tight Rope Walking, Circus Obstacle Course), Seedy Halloween Characters, Bus Safety, Balloon Exercises Volume III, A7 Chinese Objects/Inventions, Bingo, B5 Nature Walk, E5 Pottery Wheel, F25 Garden Tool Match Up, C11 Express Lane Countdown, H13 Rock Hunt, I-5 Puddle Prizes, I-15 Planting Seeds, M15 A Good Old Fashioned Card Game, M21 The Picnic, M18 Hammering, M27 We've Got the Beat  <b>Computer Assisted Instruction:</b> Mayer-Johnson : Places you Go, Things You Do Attainment: Looking for Words  <b>Assistive Technology:</b> Powerlink	
Assessment of Student Performance: Performance tasks, student performance data, application task				

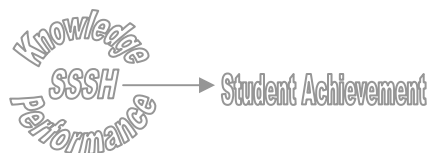


Grades 6 - 8	Health/PE	<u>Show Me Standard:</u> H/PE 4 Principles of movement and physical fitness.		
		<u>Alternate Framework Standard:</u> FH/PE 4 Participating in movement and fitness activities (including choosing preferred activities).		
		<u>Graduate Goal 8:</u> All graduates will use appropriate means to move within an environment.		
What All Students Should Know		What All Students Should be Able to Do	Learning Activities	
By the end of the 8 <sup>th</sup> grade, the student will:  Orientate body for various tasks or activities.  Demonstrate the ability to orient self in an unfamiliar surrounding.		By the end of the 8 <sup>th</sup> grade, the student will:  Goal 3 F-1: Use a mode of communication to indicate that a problem exists and/or to explain or define the problem.  Goal 3 F-8: Make connections between an action and its consequences.  Goal 4 F-7: Identify and apply practices that preserve and enhance the safety and health of self and others.	<b>TEACH Manual:</b> Volume I, Tall Kneeling Volume II, Bus Safety, Balloon Exercises, Time for Safety (Stop, Drop and Roll, Dial 911, Traffic Signal Cookies, Safety Town, Sounds of Safety, Sign Lotto), Pumpkin Pizazz (Seedy Halloween Characters), Circus Time (Juggling Balls, Tight Rope Walking, Circus Obstacle Course) The American Cowboy (Drop the Handkerchief) Volume III, A5 Chinese Music Movement Activity, A7 Chinese Objects/Inventions Bingo, A11 Flying a Kite, G5 Shell Salad, C7 Picture Grocery List, C15 Go Kart, G11 Flying Fish Socks, H13 Rock Hunt, K12 Walk 100 Paces, M15 A Good Old Fashioned Card Game, M21 The Picnic, M18 Hammering, M27 We've Got the Beat  <b>Computer Assisted Instruction:</b> Kid Tech Soft Touch:: Teen Tunes Mayer Johnson: Places you Go, Things You Do Attainment: Looking for Words Attainment: Safety Signs and Words	
Assessment of Student Performance: Performance tasks, student performance data, application task				

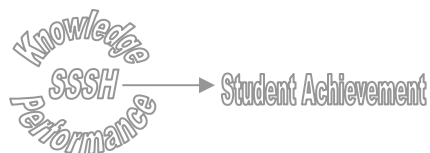


Grades 9 - 12	Health/PE	<u>Show Me Standard:</u> H/PE 4 Principles of movement and physical fitness		
		<u>Alternate Framework Standard:</u> FH/PE 4 Participating in movement and fitness activities (including choosing preferred activities.)		
		<u>Graduate Goal 8:</u> All graduates will use appropriate means to move within an environment.		
What All Students Should Know		What All Students Should be Able to Do	Learning Activities	
By the end of the 12 <sup>th</sup> grade, the student will:  Orientate body for various tasks or activities.  Demonstrate balance and control of various parts of the body and objects.		By the end of the 12 <sup>th</sup> grade, the student will:  Goal 1 F-8: Participate in activities involving organizing information into useful forms.  Goal 3 F-8: Make connections between an action and its consequences.	<b>TEACH Manual:</b> Volume I, Tall Kneel, A-7, A-11,B-5,C-7, C-15,F-25,H-13, K-12, M-15, M-21, M-27 Volume II, Time for Safety (Extinguisher Foam, Fire Extinguisher, Stop, Drop and Roll!, Traffic Signal Cookies, Safety Town, Sounds of Safety, Dial 911, Sign Lotto), The American Cowboy (Drop the Handkerchief), Circus Time (Tight Rope Walkin, Circus Obstacle Course, Juggling Balls), Bus Safety, Balloon Exercises  <b>Computer Assisted Instruction:</b> Mayer Johnson: Places you Go, Things You Do Attainment: Looking for Words  <b>Assistive Technology:</b> VCR Player TV Monitor Switch Powerlink	
Assessment of Student Performance: Performance tasks, student performance data, application task				

Grades K - 5	Health/PE	<u>Show-Me Standard:</u> H/PE 5 Methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol, and other drug use).		
		<u>Alternate Framework Standard:</u> FH/PE 5 Developing an awareness of basic concepts and skills related to avoiding high-risk behaviors.		
		<u>Graduate Goal 6:</u> All graduates will participate in at least one cause and effect leisure activity.		
What All Students Should Know		What All Students Should be Able to Do	Learning Activities	
By the end of the 5 <sup>th</sup> grade, the student will:  Observe rules/regulations at home, school, and in community.  Engage in group and individual recreational activities with appropriate social behavior.  Recognize dangerous situations.  Safely move from one area to another.  Recognize safety issues in a variety of settings (home, school, community, etc.).		By the end of the 5 <sup>th</sup> grade, the student will:  Goal 1 F-1: Ask questions to gain information or explore ideas.  Goal 1 F-2: Use information to answer questions and evaluate ideas.  Goal 2 F-2: Self monitors and adjusts communication to increase understanding.	<b>TEACH Manual:</b> Volume II – Time for Safety, Thanksgiving, Bus Safety Volume III, M-24 Stay Cool, M-21-23 The Picnic  <b>Computer Assisted Instruction:</b> Edmark: Millie and Bailey Kindergarten National School Products: Get Ready for School Charlie Brown  <b>Assistive Technology:</b> Switch Touch Window IntelliKeys Digital Camera	
Assessment of Student Performance: Performance tasks, student performance data, application task				

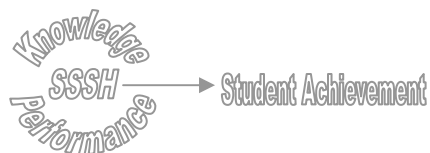


Grades 6 - 8	Health/PE	<u>Show-Me Standard:</u> H/PE 5 Methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol, and other drug use).		
		<u>Alternate Framework Standard:</u> FH/PE 5 Developing an awareness of basic concepts and skills related to avoiding high-risk behaviors.		
		<u>Graduate Goal 6:</u> All graduates will participate in at least one cause and effect leisure activity.		
What All Students Should Know		What All Students Should be Able to Do	Learning Activities	
By the end of the 8 <sup>th</sup> grade, the student will:  Observe rules/regulations at home, school, and in community.  Engage in group and individual recreational activities with appropriate social behavior.  Recognize dangerous situations.  Safely move from one area to another.  Recognize safety issues in a variety of settings (home, school, community, etc.).		By the end of the 8 <sup>th</sup> grade, the student will:  Goal 1 F-2: Use information to answer questions and evaluate ideas.  Goal 2 F-2: Self monitors and adjusts communication to increase understanding.  Goal 3 F-3: Apply strategies developed through personal experience to solve a problem or complete a task.  Goal 4 F-7: Identify and apply practices that preserve and enhance the safety and health of self and others  .	<b>TEACH Manual:</b> Volume I, Newspaper Delivery Volume II, Time for Safety, Thanksgiving, Bus Safety Volume III, M24 Stay Cool, M21-23 The Picnic  <b>Computer Assisted Instruction:</b> National School Products: Conflict Resolution Problem Solver Attainment: Social Standards at School  <b>Assistive Technology:</b> Augmentative Communication Device Tape Recorder Switch CD Player Powerlink Digital Camera	
Assessment of Student Performance: Performance tasks, student performance data, application task				



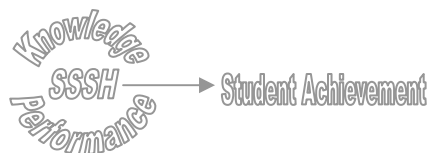


Grades 9 - 12	Health/PE	<u>Show-Me Standard:</u> H/PE 5 Methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol, and other drug use).		
		<u>Alternate Framework Standard:</u> FH/PE 5 Developing an awareness of basic concepts and skills related to avoiding high-risk behaviors.		
		<u>Graduate Goal 6:</u> All graduates will participate in at least one cause and effect leisure activity.		
What All Students Should Know		What All Students Should be Able to Do	Learning Activities	
By the end of the 12 <sup>th</sup> grade, the student will:  Observe rules/regulations at home, school, and in community.  Engage in-group and individual recreational activities with appropriate social behavior.  Recognize dangerous situations.  Safely move from one area to another.  Recognize safety issues in a variety of settings (home, school, community, etc.).		By the end of the 12 <sup>th</sup> grade, the student will:  Goal 1 F-2: Use information to answer questions and evaluate ideas.  Goal 2 F-2Self monitors and adjusts communication to increase understanding.  Goal 4 F-1: Indicate a decision (choice) when given two or more options.  Goal 4 F-7: Identify and apply practices that preserve and enhance the safety and health of self and others.	<b>TEACH Manual:</b> Volume I, Newspaper Delivery Volume II, Time for Safety, Thanksgiving, Bus Safety Volume III, M24 Stay Cool, M21-23 The Picnic  <b>Computer Assisted Instruction:</b> National School Products: Interactive Nights Out Intermediate  <b>Assistive Technology:</b> Digital Camera CD Player Switches Powerlink	
Assessment of Student Performance: Performance tasks, student performance data, application task				



Grades K - 5	Health/PE	<u>Show-Me Standard:</u> H/PE 6 Consumer health issues (such as the effects of mass media and technologies on safety and health.)		
		<u>Alternate Framework Standard:</u> FH/PE 6 Developing an awareness of basic concepts and skills related to consumer health issues.		
		<u>Graduate Goal 4:</u> All graduates will use direct observation or personal experience to solve a problem or complete a task.		
What All Students Should Know		What All Students Should be Able to Do	Learning Activities	
By the end of the 5 <sup>th</sup> grade, the student will:  Indicate like vs. dislike of purchased products.  Recognize temperature differences for safe eating.		By the end of the 5 <sup>th</sup> grade, the student will:  Goal 1 F-2: Use information to answer questions and evaluate ideas.  Goal 3 F-8: Make connections between an action and its consequences.  Goal 3 F-7: Select an appropriate strategy to address a problem or complete a task.	<b>TEACH Manual:</b> Volume I, Where Does It Go?, To Eat or Not to Eat Volume II, Time for Safety, Thanksgiving Volume III, D1-D92 (Healthy Foods), C1-C20 (Going to Grocery Store)  <b>Assistive Technology:</b> Digital Camera Switches Tape Recorder VCR Monitor	
Assessment of Student Performance: Performance tasks, student performance data, application task				

<b>Grades 6 - 8</b>	<b>Health/PE</b>	<b><u>Show-Me Standard:</u></b> H/PE 6 Consumer health issues (such as the effects of mass media and technologies on safety and health.)  <b><u>Alternate Framework Standard:</u></b> FH/PE 6 Developing an awareness of basic concepts and skills related to consumer health issues.  <b><u>Graduate Goal 4:</u></b> All graduates will use direct observation or personal experience to solve a problem or complete a task.		
<b>What All Students Should Know</b>		<b>What All Students Should be Able to Do</b>		<b>Learning Activities</b>
By the end of the 8 <sup>th</sup> grade, the student will:  Recognize temperature difference for safe eating.  Identify preferences in products.		By the end of the 8 <sup>th</sup> grade, the student will:  Goal 1 F-2: Use information to answer questions and evaluate ideas.  Goal 3 F-8: Make connections between an action and its consequences.  Goal 3 F-7: Select an appropriate strategy to address a problem or complete a task.		<b>TEACH Manual:</b> Volume I, Where Does It Go?, To Eat or Not to Eat Volume II, Time for Safety, Thanksgiving Volume III, D1 – D92 Healthy Foods, C1-C20 Going to Grocery Store  <b>Assistive Technology:</b> Switches Tape Recorder VCR Monitor
Assessment of Student Performance: Performance tasks, student performance data, application task				



Grades 9 - 12	Health/PE	<u>Show-Me Standard:</u> H/PE 6 Consumer health issues (such as the effects of mass media and technologies on safety and health.)		
		<u>Alternate Framework Standard:</u> FH/PE 6 Developing an awareness of basic concepts and skills related to consumer health issues.		
		<u>Graduate Goal 4:</u> All graduates will use direct observation or personal experience to solve a problem or complete a task.		
What All Students Should Know		What All Students Should be Able to Do	Learning Activities	
By the end of the 12 <sup>th</sup> grade, the student will:  Recognize temperature differences for safe eating.  Identify preferences of products.		By the end of the 12 <sup>th</sup> grade, the student will:  Goal 1 F-2: Use information to answer questions and evaluate ideas.  Goal 3 F-8: Make connections between an action and its consequences.  Goal 4 F-7: Identify and apply practices that preserve and enhance the safety and health of self and others.	<b>TEACH Lessons:</b> Volume I, Where Does It Go, To Eat or Not to Eat Volume II, Time for Safety, Thanksgiving Volume III, D1-D92 Healthy Foods, C1 – C20 Going to Grocery Store  <b>Assistive Technology:</b> Switches Tape Recorder	
Assessment of Student Performance: Performance tasks, student performance data, application task				

Grades K-5	Health /PE	<u>Show-Me Standard</u> : Responses to emergency situations.		
		<u>Alternate Framework</u> Standard: FH/PE 7 Recognizing basic first aid concepts and skills.		
		<u>Graduate Goal 4</u> : All graduates will use direct observation or personal experience to solve a problem or complete a task		
What All Students Should Know		What All Students Should be Able to Do	Learning Activities	
By the end of the 5 <sup>th</sup> grade, the student will:  Seek attention and/or assistance when self or others are hurt.  Follow emergency and/or evacuation procedures.		By the end of the 5 <sup>th</sup> grade, the student will:  Goal 1 F-5: Attend and/or respond to written, visual and oral presentations and works.  Goal 3 F-1: Use a mode of communication to indicate that a problem exists and/or to explain or define the problem.  Goal 3 F-2: Apply strategies developed through personal experience to solve a problem or complete a task.	<b>TEACH Manual:</b> Volume I, To Eat or Not to Eat Volume II, Stop, Drop and Roll, Sign Lotto, Bus Safety, Safety Town, Sounds of Safety, Dial 911 Volume III, B-17 Why we need air  <b>Computer Assisted Instruction:</b> Attainment: Survival Sign CD Set Attainment: Safety Signs and Words  <b>Assistive Technology:</b> Touch Windows IntelliKeys Switches Augmentative Communication Device Digital Camera	
Assessment of Student Performance: Performance tasks, student performance data, application task				

Grades 6-8	Health /PE	<u>Show-Me Standard:</u> Responses to emergency situations.		
		<u>Alternate Framework Standard:</u> FH/PE 7 Recognizing basic first aid concepts and skills.		
		<u>Graduate Goal 4:</u> All graduates will use direct observation or personal experience to solve a problem or complete a task		
What All Students Should Know		What All Students Should be Able to Do	Learning Activities	
By the end of the 8 <sup>th</sup> grade, the student will:  Seek attention and/or assistance when self or others are hurt.  Follow emergency and/or evacuation procedures.		By the end of the 8 <sup>th</sup> grade, the student will:  Goal 2 F-2: Self monitor and adjust communication to increase understanding.  Goal 3 F-2: Apply strategies developed through personal experience to solve a problem or complete a task.  Goal 3 F-5: Make generalizations from specific information and draw conclusions from general information.  Goal 4 F-7:Identify and apply practices that preserve and enhance the safety and health of others.	<b>TEACH Lessons:</b> Volume I, To Eat or Not to Eat Volume II, Traffic Signal Cookies, Stop, Drop and Roll!, Sign Lotto, Bus Safety, Safety Town, Sounds of Safety, Dial 911 Volume III, B17 Why We Need Air  <b>Computer Assisted Instruction:</b> Attainment: Survival Sign CD Set Attainment: Safety Signs and Words  <b>Assistive Technology:</b> Touch Windows IntelliKeys Switches Augmentative Communication Device Digital Camera	
Assessment of Student Performance: Performance tasks, student performance data, application task				

Grades 9-12	Health /PE	<u>Show-Me Standard</u> : Responses to emergency situations.		
		<u>Alternate Framework Standard</u> : FH/PE 7 Recognizing basic first aid concepts and skills.		
		<u>Graduate Goal 4</u> : All graduates will use direct observation or personal experience to solve a problem or complete a task		
What All Students Should Know		What All Students Should be Able to Do	Learning Activities	
By the end of the 12th grade, the student will:  Seek attention and/or assistance when self or others are hurt.  Follow emergency and/or evacuation procedures.		By the end of the 12 <sup>th</sup> grade, the student will:  Goal 1 F-10: Generalize acquired skills across environments.  Goal 3 F-2: Apply strategies developed through personal experience to solve a problem or complete a task.	<b>TEACH Manual:</b> Volume I, To Eat or Not to Eat Volume II, Stop, Drop and Roll!, Sign Lotto, Bus Safety, Safety Town, Sound of Safety, Dial 911, Traffic Signal Cookies Volume III, B17 Why We Need Air  <b>Computer Assisted Instruction:</b> Attainment: Survival Sign CD set Attainment: Safety Signs and Words  <b>Assistive Technology:</b> Touch Windows IntelliKeys Switches Augmentative Communication Device Digital Camera	
Assessment of Student Performance: Performance tasks, student performance data, application task				